

From Anxiety to Reality: Understanding the Lived-Experiences of Higher Education Institutions' Faculty on the Impact of the K-12 Implementation in the Philippine Education System

Authors' Names and Affiliations

IMEE C. ACOSTA, Technological University of the Philippines, Taft Avenue, Manila, Philippines,
Virginia Commonwealth University in Qatar, P.O. Box 8095, Al Luqta Street, Education City, Doha, Qatar, icacosta@vcu.edu, +974 55153642

ALEXANDER S. ACOSTA, PH.D Technological University of the Philippines, Taft Avenue, Manila, Phils.,
School Principal, Philippine School Doha, P.O. Box 19664, Al Messila Area, Doha, Qatar, xandreacts@yahoo.com, +974 55819367

Corresponding Author

IMEE C. ACOSTA, Technological University of the Philippines, Taft Avenue, Manila, Philippines,
Virginia Commonwealth University in Qatar, P.O. Box 8095, Al Luqta Street, Education City, Doha, Qatar, icacosta@vcu.edu, +974 55153642

Abstract

The Philippine government is currently investing on the education reform program to be part of the current trends in the educational landscape through the enhancement of its education system. The Republic Act No. 10533 also known as the Enhanced Basic Education Act or K-12 Program strengthens the curriculum by adding two years to the basic education cycle with a goal to make every Filipino graduate equipped with the necessary skills for higher education, employment, and entrepreneurship. With the participation of a select group of faculty members from higher education institutions, this phenomenological inquiry afforded to categorically classify three forms of impact namely: apprehensive impact, receptive impact, and reflective impact, respectively. Assessing the personal impact of K-12 implementation to the college educators will serve as an impulse for enhanced implementation strategy and craft alternative interventions and measures for any anticipated negative effect.

Keywords: Apprehensive Impact, Receptive Impact, Reflective Impact

1. Introduction

Education contributes to the maintenance and development of a true social order and a vital instrument to combat social ills, then a continuous enhancement of the program is deemed necessary (De Guzman, 2003). Since, the Philippines is the last country in Asia and one of only three countries worldwide with a 10-year pre-university cycle; the Philippine government is currently investing on education reform program for it recognizes the importance of education for national development, global competitiveness, and international recognition. This new educational program holds much promise to improve the country's educational system and be aligned with the global education platform.

The K-12 program is now on its fourth year of implementation. It started in SY 2011-2013 with the implementation of universal kindergarten through the Kindergarten Education Act by virtue of Republic Act 10157. The law that institutionalized the inclusion of kindergarten education into the basic education system of the Philippines. In the succeeding year, SY 2012-2013, a new curriculum for Grade 1 to 7 was introduced (Cabansag, 2014; Dabu, 2014). The features of the K-12 Enhanced Basic Education Program includes strengthened early childhood education, enhanced Elementary and Senior High School curriculum with continuity and consistency of subject areas across all levels following a spiral progression, where subjects are taught from the simplest concepts to more complicated concepts through grade levels; and specialized Senior High School program, where students may choose a specialization based on aptitude, interests, and school capacity (Official Gazette, 2013). The new high school graduates are now equipped with 21st century skills and more ready for further education, employment, and entrepreneurship.

However, the shift to the K to 12 Program has resulted in various problems which are bound to affect the different educational sectors, particularly among faculty from higher education institutions or colleges and universities. The transition from the 10-year to 12-year Basic Education cycle has brought a tremendous impact which resulted to a growing concern of expected loss of employment of more than 25,000 employees from the higher education sector with the mandatory implementation of Senior High School (Commission on Higher Education, 2015). This would mean that there will be no college freshmen for SY 2016-2017 and SY 2017-2018 and no second year enrollees for SY 2017-2018 and SY 2018-2019. While there will already be college freshmen by 2018; there will be no third year college students for SY 2018-2019 and SY 2019-2020, and no fourth year college enrollees for SY 2019-2020 and SY 2020-2021 (Lacamiento, 2014). Hence, Colleges and Universities or the Higher Education Institutions (HEIs) are expecting a drop in enrollment during these five years until SY 2021-2022 when things are expected to normalize (Geronimo, 2014). Viewed in this manner, no new enrollees would mean loss of income for colleges and universities, and possibly, not enough job for teachers, thus creating a serious threat to the employment of professors and staff working in the Higher Education Institutions (Malipot, 2014).

With this, Education Secretary Armin Luistro assured that the Department of Education (DepEd) is working closely with other concerned agencies including the Commission on Higher Education (CHED) and the Department of Labor and Employment (DOLE) to line up array of interventions to the affected faculty of the higher education institutions. In addition, many private colleges and universities are reportedly applying means to mitigate the financial constraints that the K-12 would bring to the institution (Malipot, 2014). Nevertheless, it still remains inevitable that thousands of

educators across the nation will be affected once the Senior High School will finally roll out in June 2016 (Commission on Higher Education, 2015).

Because of the growing concern of the labor implications and the worries and fears of the teachers for possible displacement from colleges and universities; this study aims to understand the lived-experiences of the faculty members from the higher education institutions as regards to the impact of the K-12 implementation in the Philippine Education System. The researcher finds it necessary to determine the impact of the K-12 implementation to the college educators since they are considered as major players to ensure a smooth transition and successful implementation of the government's education reform agenda. The shared experiences of the respondents will reveal their perceptions and predispositions as regards to the impact of the program implementation in terms of employee welfare and personal reflection. This will also serve as meaningful tool and useful means that will enlighten the policy makers to craft alternative program initiatives that will mitigate its implication to the labor sector to ensure the protection, interest, and welfare of the affected employees of the higher education institutions.

2. Main Body

2.1 Design

This qualitative paper employs phenomenology as its research design in which the researcher identifies the essence of human experiences about a phenomenon as described by the participants (Moustakas, 1994). This approach according to Giorgi (1989), is rigorously descriptive, explores the intentional relationship between persons and situations, and discloses the essences, of meaning immanent in human experiences (Finlay, 2009).

2.2 Study Locus and Sample

Twelve (12) faculty or college educators from different higher education institutions in the Philippines were randomly chosen as participants of this research study. The respondents are composed of 7 females and 5 males; among them, 9 are married, 3 are single and the age group ranges from 30-60 years old. As regards to educational attainment, two (2) have completed the Doctoral Degree, seven (7) have completed the Master's Degree, and three (3) hold a Bachelor's Degree. Five (5) of them are teaching in the public higher education sector, two (2) are teaching from a locally funded college, and five (5) are teaching from private higher education institutions. As to courses taught, seven (7) are teaching specialized or major subjects and five (5) are teaching general education subjects. In terms of employment status, majority are holding a full-time permanent status, while two (2) are part-timers or temporary. All of them hold a professional license except for one (1) respondent. They have been teaching from 5-20 years except for one (1) who has been teaching for more than 30 years.

2.3 Instrumentation

To gather data and information needed in this research study, two-part instrumentation was used. The first part was based on the robotfoto (Kelchtermans & Ballet, 2002) the respondents' demographic file such as: gender, civil status, age, educational attainment, type of institution of employment, courses taught, employment status, eligibility or professional license, and number of years of teaching. The second part was the 23-item semi-structured interview consisting of questions that delve into the lived experiences of the college educators. The use of semi-structured interviews allow subjects the freedom to express their views in their own terms and can provide reliable, comparable qualitative data (Cohen and Crabtree, 2006).

2.4 Data Collection

Preceding the interview, a written letter of consent was sent to the Deans of colleges and universities. When the endorsement was sought, it was forwarded to the heads of the departments who gave the go signal to schedule the interviews of the select college educators. Information from interviews were recorded using audio tape and by making handwritten notes (Creswell, 2009).

2.5 Mode of Analysis

In phenomenology, research flow is empirically observed using the following steps in data analysis: (1) transcription of data; (2) emic to etic transcription by reading and re-reading the transcripts to surface the essence of the phenomenon; (3) coding the data by segmenting, comparing, and labeling the text; (4) identifying themes by comparing and grouping similar codes; (5) verifying the themes through interrater reliability check to ensure credibility and reliability of the themes; (6) analyzing the themes by reviewing the data within the themes until an understanding of each theme was reached; (7) creating the simulachrum, this is the visual model or representation of the findings of the qualitative phase of the study . To validate and increase the trustworthiness and rigor of the qualitative findings, triangulation, member checking, peer review, rich and thick descriptions of the themes, and research advisor's auditing were the strategies used. (Leech and Onwuegbuzie, 2007; Olive, 2014; Creswell, 2009; Ivankova and Stick, 2007).

2.6 Findings

Capturing the lived experience of a select group of higher education institution faculty, this phenomenological inquiry has led to answer the question “*What impact does K-12 program bring about to the college faculty members in terms of their welfare and personal reflection?*” Their collective responses and the analysis of the description of the experiences in the interview generated three essential themes that describe the impact of the K-12 program to the faculty of higher education institutions. Figure 1 illustrates the three forms of personal impact, namely: apprehensive impact that talks about worry, fear, and uncertainty; receptive impact that describes the openness to change; and reflective impact that typifies profound thoughts about a situation.

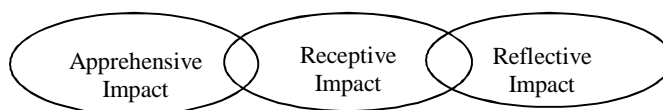


Figure 12. The 3 Forms of Personal Impact of the K-12 Implementation

Apprehensive Impact

The creation of the K-12 program has a wide-ranging impact on colleges and universities. Cognizant to this situation, most college faculty divulge apprehensive impact of worry, fear, and uncertainty. They are worried of their situation when grade 11 opens in 2016 and grade 12 in 2017 respectively. They said:

“I felt scared of K-12 because according to the news we will be losing something in our workplace. Like for example, instead of teaching a specific course, we will be transferred to the Basic Education because some subjects will be removed”. (R11)

“I am worried of my employment but I was told that the subject that I am currently teaching will be offered in Grade 11 and 12, so I guess I will not be retrenched”. (R10)

These revelations expressed the fear and worry of the college educators about losing their jobs and about other possible consequences when the full implementation of the K-12 program takes place. Further statement related to this was also revealed:

“But I have that fear really of what is going to happen but there is nothing that we can do but to implement the program”. (R9)

The preceding account describes apprehensive impact that refers to a feeling associated with worry, fear, and uncertainty. A person who experiences apprehensive impact would feel negative over a certain event due to fear that something bad will happen, and worry about ambiguous future.

Receptive Impact

The latest effort of the government to revolutionize the basic education curriculum solicits different responses among college educators. For those who are not prepared to embrace the program, the implementation remains a formidable matter; but, for those who are ready, the K-12 program creates a receptive impact wherein the college teachers are open to changes and show support to the program. They mused:

“It has a positive impact on my part. In fact, I am also teaching educational technology that has something to do with K-12”. (R6)

“So far, there is no negative reaction here. Those who will be displaced are willing to pursue their graduate studies. The other part-timers are also willing to teach in the senior high school that's why they have taken the Teaching Certificate Program”. (R9)

These shared accounts explain the meaning of receptive impact. Being receptive shows open-mindedness and willingness to consider and accept the educational reform that is currently happening in our country. This is further supported by some of the respondents who also expressed their willingness to support the K-12 program.

“I will attend more trainings and seminars that are attuned to TechVoc, then take the NC Test; then become an assessor; and then become a professor of the TechVoc program because there is a shortage of TechVoc professors especially in the private schools”. (R7)

“As a professor, one of the preparations I did is to look into the curriculum of K-12, then, I look into the specific subjects and check which of those I can teach in the Senior High”. (R8)

College educators who are receptive are willingly supporting the enhanced basic education curriculum of the Department of Education in order to help improve our educational system and produce a better educated society.

Reflective Impact

The realities of the 21st century knowledge society has prompted the Department of Education to enhance the basic education curriculum to address the deteriorating quality of education in the country. Taking this fact into consideration, some college professors begin to see the benefits of implementing the program. Confirmatory statement related to this was revealed by this testimony:

“When K-12 was implemented, I realized that we can now compete with the other Asian countries. Another thing is, our students will gain more knowledge and learning, these are the implications of this program”. (R 11)

The statement illuminates reflective impact that generates realizations that are based on knowledge about facts. It is not until these changes that a person may have reflected on, can see a clear link between the new program and the benefits that come with it. Furthermore, this is strengthened by the verbalization of this respondent when she said:

“I have a child who is covered by the K-12 program, personally, as a mother, it would mean additional financial expense because she has to extend her schooling. However, when I found out that there is a big difference with the previous curriculum and the K-12 curriculum, I begin to really like it. For me, it is good. I like the program because it is more personal with practical life applications of which was not the focused of the previous curriculum”. (R8)

Despite serious threat to the employment of teachers and staff working in the Higher Education Institutions (HEIs), a reflective faculty continues to see the significance and benefits of the program, hence, not putting the blame on anyone if his or her employment will be affected with the implementation of the program.

“No matter how high you educational degree is, the bottom line of success is strategy. No matter where you acquired your doctoral degree from or even if you are the only professor with Doctoral degree in your region; if you do not know how to find strategies to find employment and increase your income then nothing will happen to you”. (R11)

“The impact will just be spread out, just like an old adage, if the blanket is short, we have to adjust our position”. (R2)

The foregoing statements exemplify that reflective impact helps the college educators see the value of enhancing the basic education curriculum. They become positive that the program will be effective in achieving its goals. A reflective college faculty is someone who believes that the K-12 program is the solution to the basic education woes and deteriorating quality of Filipino graduates.

2.7 Discussion

College faculty members share their concerns, perceptions, and impressions of the K-12 program which could result to displacement and retrenchment since the college general education curriculum will be revised. With the new curriculum, some of the college subjects will be transferred to and are asked to teach in the senior high school; this could mean that there will be fewer subjects in the college and less teaching loads. Another source of concern is the low freshmen enrollees starting in June 2016 since the students are going to senior high instead of going to college. The roll-out of

senior high would also create enrollment gaps between years until SY 2021-2022. These realities are causing dilemmas to some teachers and personnel in the higher education institutions.

The provisions of implementing rules and regulations (IRR) of the K to 12 program mandates concerned government agencies, including DOLE, to come up with a joint issuance that will ensure sustainability of private and public educational institutions and reserves the promotion and protection of the rights, interests, and welfare of teaching and non-teaching personnel (Geronimo, 2014). But, for some college teachers, this does not give solid guarantee that they will maintain their source of income; they have learned to craft alternative actions and self-preparations to address the perceived negative impact of the K-12 program to them. The shared accounts, revelations, and articulations of the respondents', exclusive yet fascinating expressions generate altruism between fact and reality on the impact as apprehensive, receptive, and reflective respectively. The extent to which paves the way to the consequence that K-12 program may bring about.

Apprehensive Impact

Basic education is the foundation of learning to prepare individuals to become responsible, productive members of society (Basic Education Coalititon, 2013). Anchored on this, the Philippine government realizes the value of education that fosters global competitiveness and global citizenship; hence, overhauling the education system and implemented the enhanced basic education program is the most significant call. With its implementation, educators from various higher education institutions expressed their fear and worry about the downsizing implications of the new program, henceforth creating an apprehensive impact.

Compulsively, the term apprehensive impact is directly related to Kupuswamy's (2008) apprehensive attitude. Such fearful attitude is developed by threats and uncertain circumstances that create alarm and terrifies the person. As used in this study, apprehensive impact is bound to the current time of consciousness and feeling. It is a judgment call to the situation as personally perceived by the individual associated with worry, fear, and uncertainty; thus, creating an apprehensive attitude.

Furthermore, the term apprehension is used in myriad of ways and varying capacities but implies the same meaning as contextualized in this study. Pappalardo (2010) used apprehension as a condition associated with resistance. With this, it can be extrapolated that if a person experiences apprehensive impact, there is a tendency for him or her to resist to anything that is new or unfamiliar. For McCroskey (1976), the term apprehension is an anxiety syndrome, associated with real or anticipated event. As defined, it shows that apprehensive impact is built on fear and worry. It raises a feeling of threat and concern for any perceived repercussion. In similar study of McCroskey, Richmond, Daly, and Cox (1975), the higher the intense of apprehension, the lesser the experience is attractive to the other people. Construed from this definition, it means that if a person is apprehensive toward a certain situation, the less he or she will support it.

Collectively, based on these definitions, one can see common themes underlying the concept of apprehensive impact, such as, resistance, anxiety, and defiance. Although used differently, it can be pinned down to the concept of apprehensive impact as deduced in this study which is associated with fear, worry, and uncertainty. The revision of the Philippine Education System is a clear example of a stimulus that causes apprehensive impact. The reports of decrease in salaries once the college professor teach in senior high school (Geronimo, 2014), the enrollment gaps in college

(Flores, 2014), changes in college curriculum (Lacorte, 2014), not able to pass the Senior High School teacher qualifications (Bongcales, 2014) and massive retrenchments (Marcelo, 2014) are raising some, but not limited to, concerns that create worry and fear among college educators; thus, triggered apprehensive impact. In relation to the study of Cabansag (2014) about impact statements on the nature of the K-12 curriculum, it can be inferred that apprehensive impact stems from insufficient information about the program, lack of trainings and seminars for teachers; and from the different point of views of the trainers, lecturers and presenters that caused misinterpretations, confusions and misconstructions.

Interestingly, the other factors that affect apprehensive impact are the fictitious myths and misconceptions about the K-12 program, such as, additional financial burdens (Shahani, 2015), there will be less subjects but longer time studying (Special Education Philippines, 2012), additional burden to the teachers (Cabansag, 2014), increased drop out rates because of extra two years (Cruz, 2010); and among others. While the K-12 curriculum is still a work in progress apprehensions remain on how the enhanced program will suit to an educational system that is used to the 10-year basic education cycle. However, the fact remains that an expanded education cycle is essential to life-long learning (CBE, 2015). This is the reason why advocates of the K-12 program are continually supporting the national reform agenda until its successful, full-implementation.

Moreover, the Philippine Business for Education which serves as the voice of the business community in education reform is currently distributing infographics kit in its role as a staunch advocate of the K-to-12 program. The K-12 kit aims at providing sufficient information on the program which impacts workforce development, and allay apprehensions on the costs of the additional academic years (TechBlade PH, 2015). Following this step, one could then understand education reforms as specific prescription to remedy the country's ailing educational system. According to De Guzman (2003) failure of any school system to align its modalities to the needs of the times and the varying needs, problems and interests of its clientele may result in either entropy, a movement from order to disorder; or atrophy, a gradual decline.

Deductively, apprehensions and other deleterious judgments are irrelevant and unnecessary since the Department of Education, Commission on Higher Education, and DOLE are stepping up arrays of interventions to address the perceived implications (Arcangel, 2014; Tan, 2014). Hence, a call for cooperation among concerned government agencies, non-government organizations, schools, educators, parents, and citizens is placed to encourage everyone to work in partnership so we can expect to make the K-12 program successful in attaining its goals and objectives.

Receptive Impact

Many developing countries have embarked on large education reforms aimed at rapidly expanding the supply of education, achieving equity in its provision, and significantly improving its quality (Tiongson, 2005). The Philippines is one of these countries that initiated educational reforms as a means of enhancing the country's basic education curriculum that corresponds to Article XIV, Section 2(1) of the 1987 Philippine Constitution which states that, "The State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society."

Cognizant to this, transforming the curriculum entails bold steps to execute and tolerate various responses during the implementation; while others are apprehensive, there are those who are

receptive to change. When a person receives new ideas favorably and has acquired understanding of the new concept; the phenomenon has created a receptive impact on the part of the receiver. In this sense, receptive impact is positive which suggests that with the introduction of the new enhanced basic education curriculum, educators have acquired understanding of the goals and benefits of the new program. They are aware that it was designed as a means to enable every Filipino learner to achieve mastery of core competencies and skills.

The change afoot in the education system requires receptive mindset to moderate the the risks, uncertainties, and implications; and effectively implement the program. We define this mindset as a non-judgmental cognitive stance characterized by openness to opposing views and willingness to engage in future contact with holders of those views (Minson and Chen, 2006). It also means responding appropriately that includes the ability to interpret and understand concepts (Grow and LeBlanc, 2013). In education, receptive mindset requires the belief that learning is an active and dynamic process whose responsibility lies within the educators. If educators are willing to take risk in embracing educational change, they will play a significant role in the reconceptualization of education and the preparation of the next generation of learners (Ebest, 2005) to become an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous critical thinking, and the capacity to transform others and one's self (DepEd, K-12 Discussion Paper, 2010). This study posits that being receptive contributes to the accomplishment of the goals of the K-12 program.

Now that the K-12 is on its fourth year of operation; it can be assumed that there is a growing receptive effect where people begin to support the program until its full implementation in 2016. In fact, Flores, et. al. (2015) reported, several public schools are implementing the changes in the curriculum even without being provided with basic services like water and electricity. In addition, foreign and local business groups also advocated for the K-12 program, they pointed out that in order to sustain the economic growth of the Philippines, it is imperative that the K-12 Education Reform be implemented. Since the competitiveness of the Philippines relies on the pool of a competent, capable and skilled workforce, especially at this critical times of the ASEAN Economic Integration (K-12 Plus Project, 2012). These reports speak of receptive impact wherein people in these organizations have developed a receptive mindset; open, analytical, proactive, and flexible. For those who embrace the program, what is important now is to continue to nurture a receptive mindset for continual improvement of the education system and for efficient implementation. There may be a lot of constraints, but with receptive mindset, it is a positive shift that posits united strength and support from all sectors. With strong will and support from each other the highest goal of providing a world class education to every Filipino children shall be attained.

Reflective Impact

Benchmarking the Philippine education curriculum's content and structure affirms that basic education in the country must undergo reforms to meet the demands of the twenty-first century (Department of Education and SEAMEO INNOTECH, 2012). This reality necessitates for an overhaul that permeates all aspects of the Philippine educational content, delivery, and structure. Hence, enhancing the quality of basic education in the Philippines becomes urgent and critical. The government has to come up with a proposal to enhance our basic education program in a manner that is least disruptive to the current curriculum, most affordable to government and families, and aligned with international practice (DepEd Discussion Paper, 2010). Through the Department of

Education, the country has embarked on the challenging task of implementing the K to 12 basic education reform agenda starting in 2012; of which visions, goals, and objectives of the program are properly translated and channeled through various information campaigns.

When the program was implemented, there were too many controversies and praises that hound this new law; however, many schools in the country have to buckle up to cope with the demands as they have already been competing globally even before the passage of the law. And in order to meet the global demands, schools have to face the challenges that come with the K to 12 program implementation (Calderon, 2014). Schools that adopt the program, despite the controversies and negative comments of the detractors have chosen to see beyond the “noema” (Acosta, 2010) of events. This suggests that with the implementation of the new curriculum, leaders and teachers must join hands together in looking at the forest not at the trees and be more reflective even more.

Leaders of the academe and college educators endowed with reflectiveness in everything they do, particularly in embracing educational change means that they have developed a genuine wisdom-in-practice gained through careful consideration of both seeing and acting that enhances the possibilities of learning through experience (Miceli, Mancini, and Menna, 2009 cited in Acosta, 2010). When educators espoused reflective attitude, they have generated behavioral decisions that are based on knowledge about facts and values (Strack and Deutsch, 2004) and generate more positive and affective forecast when experiencing negative reactions (Acosta and De Guzman, 2010) from those who opposed the K-12 program. In the reflective system, it is considered the sixth sense in the context of skepticism of which behavior is the result of reasoning that leads to a noetic decision about the feasibility and desirability of a particular action (Strack and Deutsch, 2004) not only by adopting challenges with openmindedness, responsibility, and wholeheartedness (Loughran, 2002) but also to the noesis of the situation.

Reflective impact is received by educators who are exercising reflective practice. Although, different disciplines and studies understood reflective practice in various ways, but, as contextualized in this research endeavor, reflective practice is understood as the process of learning through and from experience towards gaining new insights (Boud et al 1985; Boyd and Fales, 1983; Mezirow, 1981, Jarvis, 1992 cited in Finlay, 2008). This tends to involve the individual in being self-aware and critically evaluating his or her own response to a particular situation. The point is to recapture present experiences reflects on the phenomenon before him, and on the prior understandings (Schon, 1983) and mull them over critically in order to gain new understandings and so improve future reactions (Finlay, 2008).

Impassively, a question has been posed, what if the K-12 program implementation generated a reflective impact on every stakeholder? Perhaps, there will be no debates, arguments, oppositions, and court petitions, because, Ghaye (2000) stated that reflective practices offer us a way of trying to make sense of the uncertainty, and of having the courage to work competently and ethically at the edge of order and chaos. Dewey (1933), one the first to identify reflection as a specialised form of thinking, added that reflective practice moved people away from routine thinking or action towards reflective practice that involves careful and critical consideration of new knowledge or phenomenon (Finlay, 2008).

Summarily, given this context of reflective impact, the best support every educator can give to the success of the country’s basic reform agenda is by means of exercising reflective practice. Through

this, educators will turn out to be the country's best ally in its ultimate goal to produce better educated society that provides a sound foundation for long-term socioeconomic development.

2.8 Conclusion

The Philippine Education system has embarked changes with the hope that Filipino graduates shall position themselves in the international arena as 21st century learners who are not globally competitive but also employment ready the moment they complete the course. This bold move; however, posits a big challenge to all higher education faculty, instructors, and professors who would be displaced or if not may totally lose their jobs. As evident from the reactions, verbalizations, and expressions of the select respondents, K-12 has created a picture of anxiety, fear, and uncertainty as perceived by most of them but some looked at it from a different perspective. Those who are apprehensive see this as a threat; others who are receptive consider it as an opportunity to look forward to; and those who are reflective have expressed profound thought that this change is a big leap for the Philippines to be true to its economic prediction as the rising tiger in Asia. With this, the Philippine government must not neglect the displacement of these higher education faculty the extent to which is that initiatives and proposals of realigning, retooling, and reskilling will be in place to not only equip themselves before the full implementation of this educational reform agenda but also to enable them to see the bigger picture of this educational change. Such ambitious move must also ensure that no single instructor, faculty or professor is left unemployed or underemployed; otherwise, this educational reform agenda shall remain a debatable issue that may collect a rippling and bickering perception from lawmakers, parents, learners, and most of all from these displaced people. Change is inevitable but its consequences may be foreseen if proper planning and calculated forecasting are one of the salient criteria that should be considered in the master plan before major decision is made. All government sectors and even laity must be part of the consultative planning to ensure that shared responsibilities shall be celebrated with optimism and hope. Indeed the power of phenomenology, as a research design of this study, offers opportunities to uncover human sensitivities that may either bring a message of deliberative implications or echo an urgent call for action.

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